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ABSTRACT

Unit three of the third grade level of the FICSS series (Focus on Inner City Social Studies -- SO 008 271) continues the study of some of the major social institutions which affect students' lives. The unit focuses specifically on the local business community. The ways in which businesses get started, the kinds of local businesses, some problems of local business and labor, and steps to correct some of the problems are unit concerns. Some of the learning activities emphasize having students obtain information in the community first hand. For example, in one such activity the students find out about the operation of a small local business. The unit is planned to cover six weeks, but enought material is included so that the teacher can expand the time limit or be selective in what is included in the study. The format of the unit includes a general introduction to the program; suggested teaching procedures and strategies; essential source materials; knowledge, skill, and behavioral objectives; learning activities; and additional student and teacher resources. (JR)

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BUSINESS IN OUR COMMUNITY

GRADE THREE, UNIT THREE

3.3

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

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(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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INTRODUCTION TO THE THIRD GRADE CURRICULUM

In previous grades the students have been introduced to the personal elements of power in terms of their contributions to their own self-development and that of the many groups to which they belong. These aspects of power were extended to consider how they should behave wisely in procuring food, clothing, and shelter. Thus, they have been routed from personal considerations of their own behavior to studies of their own behavior within an economic system which they cannot control except to a limited degree.

In grade three, we stray further from that which the pupil or even the adult can control. In this unit of the third grade, the pupils will study some of the major social institutions which affect their lives. Specifically the units of this grade are:

3.1 City Government
3.2 Education in Our Community
3.3 Business in Our Community
3.4 Why People Resist Change
3.5 People Power in Other Countries

In order for students to understand their environment they must know how the systems which affect their lives work. The third grade curriculum, therefore, examines local institutions as they affect children and members of their families.

The models used, however, are not strictly harmony. No attempt is made in these units to obscure real problems. Rather, students are encouraged to learn what the system is supposed to do and how. When they study the problems of the systems they learn more about the nature of man and how his systems need to be modified to be responsive to man's strengths and weaknesses.

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INTRODUCTION TO UNIT 3.3

This unit focusses on local business and carries through the "power" theme of the third grade. The unit concerns itself with:

1. How businesses get started
2. What kinds of businesses there are (locally)
3. Some problems of business and labor (also local)
4. What can be done to correct some of these problems

The unit is planned to cover six weeks, but enough material is included so that the teacher can exrand the time limit if she so chooses or can be selective in what is included in the study.

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INTRODUCTION

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is somewhat involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

AN OUTLINE OF A TEACHING STRATEGY INCORPORATED INTO UNITS

PHASE	PURPOSE
I. Introduction	To motivate students.
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and Overview	To hear the reports of each committee which has sought to answer the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.

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ESSENTIAL RESOURCE MATERIALS

These materials are considered necessary to carry out the functions of this unit.

	PRICE	T	P	TOTAL
1. Glassner, Sherwin S. and Edward N. Groosman. How the American Economic System Functions. Westchester: Benefic Press, 1968. $2.80 list price; (3rd and 4th grade reading level).	$2.10		15	$31.50
2. Kane, Dr. Elmer R. How Money and Credit Help Us. Chicago: Benefic Press, 1966, $2.80 list price; (3rd and 4th grade reading level).	2.10		2	4.20
3. Linholm, Richard W. Our American Economy. Chicago: Harcourt, Brace, and World, Inc. 3rd Edition, 1967	4.20	1		4.20
4. Wilson, W. Harmon and Roman F. Warmke. Life on Paradise Island. Glenview: Scott, Foresman Company, 1970, (4th grade reading level).	2.00(est.)		10	20.00
5. Filmstrips: How the American Economic System Functions. Westchester: Benefic Press, 1960	8.00 per set		1	8.00
6. Filmstrips: How Money and Credit Help Us. Westchester: Benefic Press, 1969	8.00 per set		1	8.00
7. Transparencies: 1. Starting a Business 2. What Do I Have To Do To Open Up a Bicycle Shop 3. Use of Profit 4. Business Problems 5. Some Problems in Business 6. Buying Power A guide sheet accompanies these transparencies	.50 each			3.00
8. Study Guide Sheet - Development of Money, to be used as an enrichment activity or as a challenge.				
			Grand Total	$78.90

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OBJECTIVES

Knowledge

The pupil will know that:

1. a small business has a manager who holds more than one position.
2. many people can't get jobs because of their race, lack of education, or unreliability.
3. There are two union organizations; craft unions and industrial unions.
4. when loans are obtained for a business transaction, interest is paid for the use of the money.
5. prejudice is one reason why people of minority groups aren't hired.
6. prejudice is an unfavorable judgment or opinion formed about someone before facts are known.
7. franchise is the exclusive right to market a well-known commodity or service in specified areas granted them by the parent company.
8. people of minority groups are usually dismissed from jobs sooner than others.
9. people of minority groups find it very difficult to get seniority in business.
10. racism is a reason for not hiring people of minority groups.
11. capital is a fund of invested money used by a business firm in making business transactions.
12. bonds are investments in which interest is due at a certain time.
13. a corporation is a form of big business in which a group of people through a charter are granted certain legal powers, rights, privileges, and liabilities of an individual distinct from those that make up the group.
14. a corporation can buy, sell, and inherit property.
15. each purchase that is made helps to keep the economy moving.
16. man is dependent upon other men for his needs and wants to be satisfied.
17. free enterprise allows the opportunity to develop and carry through a business with a minimum of control by the government.
18. there is power in business, power to hire and fire people, power to provide goods and services.
19. unions are groups of workers that can exercise influence and have power in protecting their rights.

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Skills

The pupil will be able to:

1. identify words which apply to certain kinds of business
2. use some economic terms with greater accuracy in written and oral reports
3. think more critically when participating in a discussion.
4. organize material gathered from various sources by using simple outline or numerical listings.
5. increase skill in reading through note taking and summarizing material
6. investigate various sources of material to answer questions on topics of study.
7. understand better why some items have different prices depending upon where they are purchased.

Attitudes

The pupil will:

1. realize that he has power as evidenced by his desire to start making money on his own by raking leaves, cutting grass, shoveling snow, etc.
2. accept responsibilities of handling other people's money as evidenced by his maintaining a newspaper route.
3. respect for the business and property of another as evidenced by a friendly greeting given to neighborhood businessmen because of his knowledge of risks involved in starting and maintaining a business.
4. realize the power of working with others in a group rather than working alone as evidenced by his willingness to cooperate.
5. realize that the role of a leader is not to dominate but to help in group activities as evidenced by his volunteering leadership.
6. feel accepted and a sense of belonging and worth among his peers as evidenced by his willingness to cooperate, investigate, plan and present activities.
7. feel a sense of satisfaction and happiness in learning as evidenced by his acceptance into groups to plan and carry out learning activities.

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Attitudes
Continued

The pupil will:

8. accept members of minority group and their right to have opportunity to lead, exercise talents, and make suggestions as evidenced by showing no signs of rudeness or impoliteness in group activities.
9. be more encouraged to work for his rights if he is a member of a minority group as evidenced by his speaking his viewpoint and holding to his position to stand up and be among those to be counted.
10. realize the injustice that can be exercised upon the working man as evidenced by his speaking out or reacting against such injustices.

Behavior

The pupil will:

1. not readily be influenced by criticism as he has opportunity to be himself and participate in activities.
2. strive to work for that which makes for the dignity of a person in the business world.
3. volunteer services and in so doing lessen his timidity and build for a better self image.
4. make suggestions
5. participate in organizing information for class presentation
6. find security in group work
7. exercise courtesy in working with others and/or using materials of others.
8. cooperate with others.
9. investigate the causes or reasons for incidents.
10. plan his work to accomplish a worthwhile aim.
11. present activities that are the results of a period of study.
12. accept suggestions and help from those class members who are of another culture
13. volunteer to work on committees with those members of the class who are of another culture.

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL

I. Introductory Activities

A. To introduce the unit of study

B. To motivate students to study business

C. To lead to raising of questions by students

The following introductory activities are suggested as various ways to launch the study of "Business in Our Community". Included are many more activites. Whatever activities are selected, care should be taken to stimulate in each of the four major areas of unit study big business, small business, be motivated to raise questions in each of these areas.

1. Puzzler

The teacher can make a collage on heavy tag board. The collage can be cut up into large puzzle pieces to be assembled by the class. After they put it together, the teacher can say that this puzzle gives us clues to our next unit of study. If we look at it closely, it can also help us raise questions for which we would like to find answers.

At the top of the collage the teacher can have printed the words "Business in Our Community." She can also have four columns titled "Small Business", "Big Business", "Unions," and "Problems." Under each of these column can be posted such letters as "AFL-CIO," "Teamsters," "U.S. Steel," "Goodyear," "Willie Jones Barbeque," sales, "Going Out of Business Sale", etc.

2. Transparency Role Play

Use the transparencies supplied in the kit. Project the transparencies onto a screen or wall and have the students assume the roles depicted and attempt to role play the situation. After each one ask the class what they would like to learn about the way in which the role play was carried out.

Example: Transparency: "Starting a Business"
Project transparency. Who would like to try to role play this situation? After two students have role played the teacher may ask: What would you like to know about starting a business? Are all the things in our role play true? Are there some things our role players said that you would like to know more about? Do the same with such transparencies as "What do I Have To Do To Open Up a Bicycle Shop"?
Use of Profits, etc.

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
I. Introductory Activities Continued	3. Film, Eddie, Inc. The teacher may preview the film to devise various ways for its use. It may be played for the class with the sound off. The students can guess what Eddie was doing? What he needed to know to do it well. The teacher may decide to play the film with sound but to stop it before the full exposition of the contents and ask the class: "What will Eddie have to know before he will be able to start his business," or "What questions will Eddie have to answer before beginning his business?" This can be an effective way to introduce the unit and raise the necessary questions.		

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II. Raising Questions

The teacher may generate other kinds of activities which will lead the class to ask such questions as:

1. What is a business? How does a business get started?
2. What kinds of businesses are there?
3. What kinds of jobs can I get now? When I grow up?
4. What is a union?
5. What are some of the problems of business? How can they be corrected?
6. What is big business? What is small business?

In order to structure the unit well, the class will need to generate from 40 to 60 questions. If the introductory activity had been rich and stimulating this should be an easy task.

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III. Categorizing Questions

After the questions have been raised, the students can gain practice in critical thinking by categorizing the questions into topic areas. If some of the areas appear 'under-questioned' or anemic, the class can be stimulated to generate more questions for that area. Whatever categories are logically arrived at by the class will serve as the basis for investigation.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and Instructions to Committees	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee organization as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogeneously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

STRATEGY	CONTENT	MATERIALS
2. To determine desired roles in committee operation.	B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group b. To let everyone have his turn at the "good" jobs c. To solicit ideas from all members of the group d. To permit the group to decide which ideas are best e. To keep the group moving to get its job finished in the best way it can f. To help your group decide what its job is 2. Group Member a. To help the leader carry out plans b. To complete the work assigned to him c. To work without disturbing other group members d. To ask other members for their ideas e. To select only those ideas which help the group do its best work f. To make other members of the group feel welcome	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
3. To determine desired roles in committee operation.	3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.	C. Finding information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

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V. Information Retrieval

Ways to finding answers to questions

All Committees

Suggested Activities

The following suggest some ways that students may pursue in finding for themselves the answers to their questions raised at the beginning of this unit. Some of the more common ways such as viewing films and filmstrips and referring to books, can also be well utilized in addition to the following suggestions:

1. Invite small businessmen in to tell how they operate their business. Have them tell of their standard expenses and their problems. Ask them what makes a good employee; a bad one.

2. Invite a person from the union to tell what unions do for the workers. Ask what businesses do not have unions, why? How much does it cost to belong to a union? etc. (Refer to questions generated by class.)

3. Ask a person from the public relations department of a big business to speak for the class. Ask him questions similar to those asked of the small businessman.

4. Ask employees of small and big business to be interviewed by committees. Ask them what they like or dislike about their jobs, would they want unions, etc.

5. Invite parents in to tell of their good and bad experiences with small and big business as employees or as customers.

6. Invite people in from community agencies which help small businesses to start. Ask them what it takes for a business to be successful. What kind of education does the small businessman need? What kind of financial backing?

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V. Information Retrieval

All Committees
Continued

7. Invite a banker or a loan officer in to tell how they help small businesses get started. Find out what they look for in a person when deciding whether or not to give someone a loan to start a business.

8. Collect pictures of people working at various businesses. Use social studies books, old geography texts, magazines, newspapers, etc. Categorize these pictures into those which are small and those which show large business. What is the difference between the two - large and small business? Do they both start the same way?

9. Bulletin board display: What Is Business? Posted are pictures of various types of business activities, stock market report sheet, banks, grocery store sales, department store sale, McDonald advertising, Dairy Isle, etc, or some pictures showing activities in or out of school.

10. Start a class business such as selling school supplies: pencils, paper, etc. Be sure to pay the school rent for the space and a fair share of the utilities, etc. Take 5¢ or 10¢ "shares" to build capital to purchase the initial stock. (Take slides of your business in operation so you can tell others about it.)

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee A Small Business	This group, or the whole class could visit and survey some local small business firms. (See content) Use the yellow pages of your local phone book to identify some local businesses. Make a list of the small businesses in your area.	I. Kinds of Small Businesses (local) A. Local ownership 1. grocery stores 2. filling stations usually not the chain type 3. barber and beauty shops 4. restaurants 5. taverns and bars 6. other a. shoe stores b. clothing stores 1. new a. mod b. ethnic 2. used a. agencies b. pawn shops c. dry cleaning and other service stores d. TV and radio repair 3. Absentee ownership 1. Chain stores a. I.G.A. b. Cardinal food stores (etc.) including any local stores which are not of the giant chain variety c. A&P, etc. 2. Franchise a. Avon products b. Amway or Fuller Brush c. McDonalds d. Red Barn, etc. e. gum and stamp machines	A local phone book

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STRATEGY	LEARNING ACTIVITY	CONTENT
V. Information Retrieval Committee A Small Business (cont.)	Make a list of people you, your family, and friends know who own a business or work in a business	C. What makes a small business small 1. Physical size a. usually in one room or building b. small inventory of goods on hand c. managership done by one or a few 2. Ownership a. one person ownership or b. partnership of two c. man and wife d. fairly easy to contact top executives 3. Sales a. most often to local residents b. seldom large volume c. one or a few salesmen 4. Profits a. most often just enough to support owners b. returned only to owners (not stockholders) risk is shared by one or a few 5. Product a. most often a relatively few items b. competition is keen c. usually a middle man who wholesales to the merchant d. not too much advertising D. Who are small business men 1. Local residents a. may be of any race or ethnic group b. are usually not wealthy c. may have had some special training in business or a special field

STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee A Continued Small Business	List family businesses in your neighborhood. Find out how late stores in your neighborhood are open. Which stores are open on Sunday? Go to a local business and ask the owner or manager what his costs are per month for wages, utilities, etc. (including theft)	2. Absentee owners a. may have given money to someone in the local neighborhood to start a business (silent partner) b. may have made enough profit to move out of the neighborhood and leave someone in charge to manage the business D. Operation of a small business 1. usually succeeds or fails according to local conditions a. general level of employment b. product demand 2. usually a cash transaction 3. many times the whole family must work there to make it succeed 4. sometimes the business must stay open late at night to make any profit 5. some small businesses must open on Sundays and holidays to make a profit 6. most often have to pay rent, utilities, employee wages, wholesale costs of products, bags, etc. 7. Usually cannot extend credit to a large number of its customers due to a low margin of profit. Pressure for credit, however, is greater on small businessmen. 8. Usually customers know owners by name and vice versa. 9. Employees must be reliable, courteous, honest or business is likely to lose customers and money. Employees need to know how and want to do their jobs well.	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee A Small Business (cont.)		10. Business earnings are needed to pay wages and other business expenses. If the business makes much money it can afford to pay higher wages. 11. Theft causes reduced income and hurts employees and the owners. It also harms customers who would be able to pay less for a product if there were no theft 12. "Temporary" economic setbacks often have a devastating effect on small businesses since they do not have a large reserve of capital. Therefore a riot or boycott could rather easily put them out of business.	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee B Big Business	Use a local phone book to make a preliminary survey of local business Identify the large businesses in your area List the franchises in your neighborhood	II. Kinds of Big Business (Local) A. Factories (manufacturing a product) 1. rubber 2. steel 3. auto 4. glass 5. textile 6. shoe 7. other B. Franchises (usually deal in a service) (may have a local outlet) 1. Avon Products 2. Fuller Brush 3. McDonalds, Arby's 4. Other a. dance studios (Arthur Murray's) b. specialty stores (weight reducing, wedding clothes, etc.) C. Chain stores 1. Grocery stores a. A&P (from Atlantic and Pacific) b. Pick and Pay c. many others (survey local community) 2. Discount stores a. Mason's b. Spartan c. Uncle Bill's d. other (depends on local conditions) 3. Department Stores a. Wards b. Sears c. Other	A local phone book

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee B Continued	Interview employers to find out: 1. How did they get the job? 2. How much education did they have? 3. Do they like it? Why? Why not?	4. Service industries a. pharmacies 1. Walgreen's 2. Gray's 3. Revco 4. other b. trucking companies 1. local (may be part of national chain) 2. long-distance (may have a local terminal) c. utilities 1. gas, water, electric a. usually owned by municipality b. scope and profit set by law c. sometimes statewide, seldom national 2. telephone companies a. regulated as a public utility b. interlocking companies (nationwide) c. "gas" stations 1. Sohio 2. Shell 3. Mobile 4. Humble 5. Other (locally different) (An independent station may be a "small business" linked to a big business) D. What makes a big business big? 1. Physical size a. local outlet is one of many b. large inventory on hand or available c. usually absentee ownership but local management	

82000

STRATEGY	LEARNING ACTIVITY	MATERIAL
V. Information Retrieval Committee B Big Business (cont.)	Make a list of family and friends who work for big business.	2. Ownership a. Usually owned by many people 1. stocks and bonds 2. usually absentee (nationwide) b. difficult to contact top executive 3. Sales a. Factories sell to small businesses or to distributors b. Franchise, chain store, discount stores, department stores and service industries sell to local residents but must sell huge amounts of goods c. A much wider variety of goods and services are available due to big business d. may be many salesmen 4. Profits a. Usually are not returned to local communities but distributed to stockholders b. Money lost on one good can be made up on another (called loss leaders in chain store business) c. sometimes profits are very great d. Risk is spread among many people e. Large volume allows for a low markup on each item, so prices in a large business are often lower than those of small businesses 5. Product a. Many items available b. Competition is usually keen but a monopoly can exist. These are sometimes regulated by law (phone companies)

62000

STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee B Big Business (cont.)		c. Much advertising, often on a national scale d. Many middle men may be involved E. Who owns big business? 1. Local residents a. unlikely unless by inheritance b. certain racial and ethnic groups greatly in the minority 1) they can own stock in a company 2) they can be franchise holders c. much education and specialized training is required to be highly successful 2. Absentee owners a. Often by inheritance (Ford, U.S. Steel, Standard Oil, etc.) b. stock and bond market purchases 1) may never have seen, nor be interested in the product 2) most often professional managers guide a large company 3) owners may thus live miles away F. Operation of a big business 1. success or failure often depends on national economic conditions 2. local outlet can fail without parent company failing. Often only involves only a change in managers 3. large credit operation as well as cash	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee B Big Business (cont.)	Visit a big business and interview a public relations person to find out: 1. Who owns the business 2. Where does the profit go? etc. Interview people who own stock. Ask them: 1. Why do they own it? 2. What happens when business is bad? etc.	4. people who work there are employees hired for wages to work only specified hours 5. can stay open all night and/or holidays in order to make more profits 6. also need to pay rent, wholesale cost of inventory, wages, advertising, utilities, vandalism, theft, etc. G. "Temporary" business slump has little effect on big business since they have large capital reserves, much credit and high earning potential	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee C Unions	Make a survery of the unions to which people in your neighborhood belong. Why do they belong? etc.	III. Unions A. Kinds of Unions 1. Craft unions (all members work at the same trade) a. carpenters b. plumbers c. electricians d. bricklayers e. other 2. Industrial unions (all members work in the same or related industry.) a. rubber b. steel c. chemical d. garment workers e. many others 3. Federation a. many craft unions join to form a large union. Electricians, carpenters, printers, and other craft unions joined to form the A.F.L. (American Federation of Labor) b. many industrial unions (rubber, steel, miners, etc.) joined to form the C.I.O. (Congress of Industrial Organization) c. The A.F.L. and C.I.O. eventually joined (1955) to make one huge federation. B. Types of Unions 1. Open shop. Anyone may work in an occupation without being made to join a union. Many employers favor this type. 2. Closed shop. Only union members are hired. All employees must belong to the union involved. Many unions favor this type.	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIALS
V. Information Retrieval Committee C Unions (cont.)	Make a bulletin board display of "Union News". Find out what unions want.	3. Union shop. Non-union workers may be hired but must join the involved union after a certain period of time. A compromise between 1 and 2 above. C. Concerns of a union 1. Finances a. The dues check-off system brings in much money to pay for union officials and activities b. Worker wages and fringe benefits are subject to the bargaining procedure (work hours, vacations, production, etc.) c. Credit unions can make small loans to members 2. Social benefits a. retirement b. medical services c. pensions d. seniority e. job security 3. Political activities a. Labor leaders attempt to influence legislation b. The huge membership is used as a potential threat or promise of help to political leaders c. Much effort made to support candidates and legislation favorable to unions. (This is done by business also.) D. Protection of the workers' right a. Collective bargaining. Union representatives talk to company representatives	

00033

STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee C Unions (cont.)		b. Contracts. An agreement as a result of above to tell all workers of wage, hours, working conditions and fringe benefits c. Grievance procedure. Individual employees petition for changes in company policy through union channels 1) Conciliation: a third party is asked, by the union and the company, to find a solution to a problem 2) Mediation: similar to conciliation except that the third party takes a more active part. He suggests solutions rather than just listening to others. 3) Arbitration: much like the others except the company and union agree ahead of time to accept the decision of the third party E. Power of a union 1. Economic a. strikes b. boycotts c. cooperative buying 2. Social goals a. racial and ethnic integration b. attempts to influence public opinion	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee D Problems of Business and Unions		IV. Problems and How to Solve Them A. Capitalization 1. Financing a. loans may not be available to members of minority groups or people without education or a successful history in business. b. franchises require a substantial initial investment which poor people find it difficult to raise. Franchises, however, have a lower failure rate than other kinds of small businesses 2. Location a. purchasing or renting the site for the business must be done wisely so that the business is located near the customers. b. local ordinances may require extensive site remodeling which could press the new business 3. Equipment and Supplies a. needed machinery b. upkeep and repair often depend upon the care given by employees c. buildings (rent, buy, or build) B. Management ownership 1. one-man 2. partnership allows for pooling initial investment 3. corporation (unlikely for small operation)	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee D Problems of Business and Unions (cont.)		4. neighborhood cooperative requires much volunteer labor but provides services for the community 5. national cooperatives 6. absentee vs. local 7. minority, racial, and ethnic groups a. very little representation at higher management levels b. little ownership except through stock C. Employment 1. hiring and firing a. minority group often last hired and first fired b. minority groups given little opportunity for advancement 2. hours and conditions of employment a. wages b. fringe benefits c. hours of work d. minority groups often taken advantage of 3. Automation, lack of education and training creates hardships 4. lazy employees 5. dishonest employees 6. late or undependable employees D. Day by Day operations 1. purchase of supplies 2. protection of profit potential (avoid losses) 3. promote efficiency to reduce costs 4. conform to local, state and national laws 5. reduce theft 6. keep adequate stock to meet consumer demands	

STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee D Continued Problems of Business and Unions		E. Long-range operations 1. profit is a necessity 2. supply and demand for product must be maintained 3. good relations with minority groups, neighborhood and employees must be encouraged 4. maintaining product quality 5. increasing sales 6. keeping product popular (advertising) 7. relate well with unions F. Customer Relations 1. customers may feel that the prices charged are too high for the quality of product received. 2. customers may ask for credit which the owner may not be able to extend. If the owner does not have cash he cannot pay his bills and his suppliers will refuse to service him thus causing him to lose money from all his customers. If he extends credit too often he is not paid back. If he does not extend credit, his customers may 'bad-mouth' him or otherwise be angry with him. 3. customers may fail to shop in a store because its owner is either black or white. 4. Some 'customers' may try to steal things and when they are caught will 'bad mouth' the owner and tell him that they were going to buy the item but now they won't shop in his store if they paid him. 5. Some customers will try to pay for their goods with bad checks. If the customer does not make the check good, the owner must suffer the loss.	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee D Continued Problems of Business and Unions		G. Union Relations 1. some people believe that if the unions got their way, they would price labor out of the market and cause many businesses to go defunct. 2. some unions find it difficult for members of minority groups to gain entrance. Is this because of lack of education, grandfather clause, or racism? 3. strikes and wage negotiations cause the price of doing business to rise and therefore cost the customer more. H. How to get change in Business 1. through legislation a. Sherman Act, Clayton Act and the Federal Trade commission protects business and customers b. N.A.M. lobbies in the political area c. Taft-Hartley law limits union power 2. through business practices a. advertising campaigns b. diversification (many products) c. consolidation (companies of unions together much like federations of unions). d. developing a better product 3. inform owner of poor quality of goods 4. boycott businesses which are unfair 5. form credit unions to raise capital for small business 6. solicit volunteers from successful businesses to aid new small business ventures.	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee D Continued Problems of Business and Unions		7. increase one's personal education to learn better to succeed in business I. How to get change in Unions 1. through economic means a. boycotting b. cooperatives c. picketing d. strikes e. slow downs 2. through legal means a. lobbying b. acts of A-1-a above benefit labor c. Wagner Act protects unions 3. through social means a. promote ethnic and racial ownership b. insist on non-racial guidelines for advancement 4. through political means a. join in neighborhood groups to show local politicians that you mean business b. insist on enforcement of zoning laws c. work to get unfair laws changed J. Through Community Residents 1. through economic means a. boycott unfair local businesses b. form cooperatives to buy or sell 2. through social means a. become active in neighborhood group action b. speak to friends and neighbors about needed change.	

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STRATEGY	LEARNING ACTIVITY	CONTENT	MATERIAL
V. Information Retrieval Committee D Problems of Business and Unions (cont.)		3. through political means a. support and have parents vote for candidates who can help b actively work for changes in employment laws K. Minorities and business 1. Many minority people do not know how to go about starting a business of their own 2. until recently they have had no agency to go to for aid in starting a business 3. today they can get aid from the Small Business administration and many local organizations (In Cleveland the Greater Cleveland Growth Board and the Hough Area Development Corporation are two of these agencies.)	

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Definitions of some of the terms used in this unit

1. Boycott--Primary--Workers refuse to buy any products of a certain company
   Secondary--Workers try to influence others not to buy
2. Check-off-employer deducts worker's union dues from pay check before handing employee his pay
3. Closed shop--only union members can be hired by employer
4. Collective bargaining--is the meeting of elected officials from both the union and company in which the problems of wages, working conditions and other problems are discussed
5. Consumers--are the people who buy goods and services
6. Franchise--the right to market a product, often exclusively for a specified area, a right granted by the manufacturer or producer.
7. Investors--persons who invest money in business firms such as buying stocks and bonds
8. Labor contract--usually the result of collective bargaining
9. Labor laws--before 1935 there were none. Since then some have been passed to protect the workers. Wagner Act. Taft-Hartley Act, etc.
10. Modern unionism--has been expanded to include benefits besides shorter hours, wages and conditions. Some benefits are medical centers, resort areas, schools, gymnasiums, grants of money for children's camps, and homes for retired members.
11. Open shop--employees are not obligated to join a union. This is favored by many employers but opposed by most unions. An argument is that it is unfair for all workers in a given place to share the benefits gained by the union unless all workers pay their dues and otherwise carry out the duties of union membership. Employers argue in favor of open shop and against closed or union shop saying it is undemocratic to force anyone to join anything. Workers should be free to join or not to join a union.
12. Pickets--a group of strikers parading before a place of employment to show dissatisfaction with the management and to discourage persons from entering the premises.

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Definitions of some of the terms used in this unit

13. Production--as an economist looks at it, is manufacturing goods and providing services. Nurses, teachers, doctors, lawyers and dentists are some persons whose services are considered a form of production.
14. Profit--money remaining after debts are paid. It is chiefly a reason why businesses operate and keep active
15. Single proprietor or sole proprietor--a person or owner who hires the employees, keeps accounts, pays taxes, etc. At times licences are necessary to operate the business.
16. Strike--refusal of a group of people to work
17. Supply--that amount of a product or service which owners are ready to sell at a certain time, place and price
18. Union--group of people working under certain labor conditions. Nearly 1/4 of the 74 million workers in our country belong to labor unions.

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Additional Information for the Teacher

Small Business Administration--Usually loans of $50,000 are made to help the manufacturer. For smaller loans of $15,000 the use of the limited-loan participation is used which covers a term of up to 5 years for sales and service firms if the bank will take at least 25% of the loan. Besides, Federal Reserve Banks have authority under the law establishing the Small Business Administration to lend directly to industrial and commercial concerns when loans can't be gotten through customary channels.

Chamber of Commerce--A paid executive secretary and staff is maintained by the chamber. This organization advertises the good points of the community as a place to do business both as a customer and enterprisor. It urges all worthy efforts to promote welfare and prosperity of the community at large and supports all civic improvements. Chamber of Commerce and Better Business Bureau help to prevent fraud and unfair practices by businessmen who might try to ignore the law.

Loss Leaders--Selling articles at a lower cost. This is done so that people who usually buy these standard things are aware of the bargain and are led to believe that all items in the store are so marked. However, prices on non-sale merchandise are marked up to make up for loss of those marked down. Some states permit this, others do not when these practices are viewed as attempts to eliminate competition.

Franchise--is a licensing arrangement. A company which has a well-known product, service or method can arrange with groups of dealers to handle its retail distribution. The merchandizing methods are still controlled by the franchiser. He gets his revenue through either a fee or sale of equipment or material in addition to a percentage of the gross. The franchisee gets access to a tested and accepted product or service together with all the merchandising, research, management, and promotion skills of the franchiser.

Usually a franchise specifies a capital requirement. The franchisee will have to put up a certain amount of money. Some of this may go for royalty, or admission fee, or training. Most of it will buy the inventory or items necessary to carry on business locally. Often it is needed to buy land and building to put business in operation. Howard Johnson Motor Lodge franchise requires of someone wishing this type of business deal to make an investment of $1,000 per room for land, building, supplies, and equipment. This money is put up to start and operate the franchisee's business. Much goes back into the parent company as payment for purchase of equipment, payment for training or rights or in continued royalty payments. This additional money helps the companies expand more rapidly and with less financing with the franchise system than it is possible to do any other way.

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Additional Information for the Teacher (cont.)

Dealers--Parent company most often gives training in technical operations and management of the best kind. Too, many companies put on a nationwide advertising campaign from which local dealers profit. Not all is advantageous for dealerships. If present business is not successful, dealership will not be either. Management policies should be studied carefully too. Dealers should be granted an option to buy stock in parent company, whose growth will depend largely upon dealers. Contracts and agreements must be scrutinized very carefully for economical and legal reasons.

Stockholders--holders of common stock are owners but without a guaranteed return on their investment. They receive nothing until bondholders have received interest and preferred stockholders their dividends. Common stockholders depend entirely on earning power of the corporation and earnings must be voted to them by the board of directors. Board of Directors may hold back on some of the profits available for capital investment. This investment adds to the value of the company's property of which common stockholder is a part owner. A common stockholder runs greater risk than preferred stockholder or bondholder.

Chain Stores--some common ones are grocery and drug stores. They are large-scale retailing outlets that consist of a number of stores owned by one organization. Because of joint management to carry out planning and financing, the chain stores are able to economize at all levels of expense and thus consumer pays lower prices. Chief characteristic of chain stores is standardization in operation and merchandise. Many chain stores owe their unusual growth in the 1900's to improved distribution and transportation methods, increased demand, higher living standards made available to more people. An outstanding contribution of chain stores at retail level has been to bring goods and services from producer to consumer with a greater amount of efficiency and lowest cost. Competition was made greater for retailers because chain stores increased in numbers. Distribution of materials in large quantities has a tendency to put greater economic power in the hands of larger companies. Because of abuses that arose, laws were designed to safeguard public interest. At the same time many independent enterprises formed themselves into voluntary chains in separately owned and managed stores, pool their resources in such things as joint wholesaling, buying, promotion and consumers have formed profit sharing consumer cooperatives. There must be at least four stores under one ownership in the food line before chain store operation begins.

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Additional Information for the teacher (cont.)

General characteristics of chain stores:

1. One price system--each customer pays same price on same item
2. Cash and carry instead of credit and delivery
3. Self-service in meat, produce, dairy products and grocery items
4. Full line of merchandise especially household items to make possible one-stop shopping
5. Greater sanitation in store and merchandise
6. Larger parking area

Reasons for success in chain stores (food) as evidenced by housewives are:

1. Lower prices
2. Wide selection
3. Location nearby
4. Courtesy of workers within store
5. Cleanliness
6. Fresh, dependable merchandise

Efficiency in warehouse equipment and accounting system using loading and unloading products. Lower costs of food distribution has not only raised living standards, but has helped expansion of food production. New products can be introduced much more rapidly with food chain advertising. Influence of display in hundreds or more outlets at one time pushes good new products into consumer view more quickly. Increased refrigeration equipment has provided foods year round which once were available only seasonally.

Drug stores are another kind of chain. They work with the cash and carry system. Because of enjoying the advantages of being in a group of stores of same business, they have found it worth their while to emphasize their lower prices. Because they featured many standard products below regular price, drug store chains were recognized more as a

Additional Information for the teacher (cont.)

great exponent of cut-prices or "loss leader" merchandising even though this idea did not develop with them.

Drug chains joined independent competitors in denouncing radical price lowering and encouraged promotion of law to end it when during depression years a new type of proprietary store made its appearance.

Fair trade laws permit manufacturer of branded products to establish minimum retail prices which are binding on all retailers who handle these products whether they agreed to abide by such prices or not. "Loss leaders" were done away within the drug store field but stores have kept their stand as movers in other categories.

Drug stores now are much larger and have available a larger range of non-drug lines. They have not forgotten about exclusive franchise they enjoy as registered pharmacies. Prescription department is located in a noticeable place in store and their medicine and health needs are constantly in demand.

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VI. Suggested Reporting Activities

The pupils should be encouraged to use many and varied kinds of reporting techniques. There are innumerable A-V aids which can be adapted and adopted by third graders. The following is only a very minor partial list of techniques which might be used.

1. Fill in the O.H. projector transparencies included with the kit material.
2. Field trips for whole class participation. This will take some careful planning in order to be used as a reporting activity.
3. Enhance individual committee reports through the use of resource persons who will come to the school or use tape
4. Use available A-V materials much of which can be obtained through free loans from business concerns.
   a. films
   b. filmstrips
   c. brochures
   d. advertisory material available from many local businesses
5. The students may want to write and stage short skits and/or plays to present to the class on such topics as:
   a. How to Succeed in Small Business with Trying
   b. How to Succeed in Big Business with Trying
   c. How to Succeed in Business Through Unions
   d. What's Wrong with Business?

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VII. Overview

Learning Activities

Following the reports given by each committee the teacher can lead the class into an overview of the essential content of the unit. This may be done initially by referring to the questions posed by the class at the beginning of the unit of study. Should it be found that some answers are still lacking the teacher may choose to provide them or the class might decide that they should recycle their studies and go back into committees to find the specific answer. When the class is satisfied that they have found all the available answers the teacher can then guide the discussion into a consideration of the broader aspects of the unit by asking some of the 'big questions' such as:

1. Why do so many small businesses fail?

2. Some people say: "Don't expect much work out of me for $2.00 an hour?" What do you think of this attitude? Would you hire a person like this? Is the person right?

3. Some people think: "When you are working for a business you got to try to take all you can, money, goods, and so on because they're making money on you and you got a right to take from them." Do you think this is right? Does this attitude help anybody? Who? Does it hurt anybody? Who?

4. How would you feel if you had studied to be an electrician only to find that the union would not let you in? What do you think you could do to get in the union?

5. What can people do to change some of the problems we have studied? Is there some way we can help to change those problems?

6. Do you think it would help if there were a school for people who want to open a small business? What should be taught in that school? (May also be the germ of a culminating activity.)

Other questions can be generated by the teacher in the light of her own perceptions and the emerging abilities of the class.

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With the guidance of the teacher, the class may be able to generate some of the following generalizations:

VIII. Generalizations

1. Small business ventures require a high level of managerial skill in order to avoid bankruptcy.

2. A franchise business is more likely to succeed due to the supervision and instruction provided by the central franchise offices.

3. People seek to protect their own privileges by making rules and procedures which sustain them.

4. An increase in the attempts of 'outsiders' to break into privileged vocations leads to an eventual letting down of the barriers. This process is usually purposely painfully slow and incomplete unless the pressure for change is maintained

5. An increase in the voicing of complaints and other active dissent may lead to a modification or disliked policies of a business or organization.

6. An increase in business volume aids in increasing profits.

7. An increased volume may permit lower unit prices.

8. High rate of theft or default in charging will usually cause higher prices on other items as a move to recoup the losses.

9. As employees increase their ability in sales or production they improve the possibility of greater volume and potentially greater earnings which can result in potentially higher wages.

10. As business demand slackens, economies will be made which usually means employees will be laid off. Those with less skill or with lower levels of performance will usually be the first to go unless prejudice takes over. Those with the least years of service to a company will also be among the first laid off.

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IX. Culminating Activities

At the conclusion of the unit it is most desirable that the class develop some activity which aids in summing up or reviewing the major points of the unit study. As such it should be able to serve as the vehicle for bringing together all major findings of each committee plus the kinds of learnings developed in the overview and generalizations phases. The following are presented as suggestions. The teacher and the class, of course, are encouraged to utilize their own creativity to develop individual culminating activities. The following are meant to jog the imagination and, if they should prove useful, to provide a format for the culminating presentation.

1. LINKING

The individual reports presented by the four committees can be linked together via a newly created narrator script and the total presentation given a new name. This presentation may be given to other classes, the school as a whole, or a parent group.

2. SMALL BUSINESS SCHOOL

The class can continue one of the activities begun in the overview or develop it anew at this stage. They can design the curriculum for a 'small business school.' In this curriculum they can anticipate the content of courses such as:

a. What kind of a business to start
b. Where to locate a business
c. How to finance a business
d. How to manage a business

In this 'school' they can tell what they learned from their unit study.

3. FILMSTRIP AND SLIDE PRESENTATIONS

A material is now available at reasonable cost which allows the students to develop their own filmstrip by drawing upon a specially prepared film which will accept images drawn with fine tip felt tip pens. This is a simple form of creating a filmstrip.

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STRATEGY	LEARNING ACTIVITIES
IX. Culminating Activities	A more professional way would be to have the class use slide film and photograph the class at various stages of their unit study, photograph the various materials they have prepared for their reports, etc. and to put them all together in a slide presentation. (The same thing can be done by loading the camera with filmstrip film.)

4. OVERHEAD TRANSPARENCIES

The class may wish to use some of the transparencies which appear in the kit accompanying this unit. In addition they might wish to create their own drawing upon the transparencies with felt tip markers.

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TEACHER BIBLIOGRAPHY

1. Clark, Fred G. and Rimanoczy, Richard Stanton. How to Think Economics. Princeton: D. Van Nostrand Company, Inc., 1952

   Good simple drawings and explanations of economic concepts. Contains summary and glossary of basic economic vocabulary.

2. Greisman, Bernard. J.K. Lasser's Business Management Handbook. New York: McGraw-Hill Book Company, 1960

   A good overall view of management, going into many particulars in many places. A good book for a businessman.

3. Lindholm, Richard and Driscoll, Paul. Our American Economy. Chicago: Harcourt, Brace and World, Inc., 3rd edition, 1967

   Very detailed account of economy and its workings. Not difficult reading.

4. Tonne, Herbert A., Simon, Sidney I., and McGill, Esby G. Business: Principles, Organization and Management. Chicago: Gredd Division McGraw-Hill Book Company, 1963

   A very thorough book dealing with all phases of business.

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BIBLIOGRAPHY OF APPROPRIATE BOOKS - STUDENT

1. Brenner, Barbara. The Five Pennies. New York: Alfred A. Knopf, Inc. 1964.

A little boy has five pennies. He wants a pet animal. He tries to buy different animals but no one wants to sell the animal he has. The five pennies were spent on things needed if the boy had an animal. A puppy follows Nicky home at night and becomes his chosen pet.

2. Credele, Ellis. Down Down the Mountain. New York: Thomas Nelson and Sons, 1961.

Children have a desire for a pair of shoes. They grow turnips to take to the market. On the way to market they generously help others who want turnips. At town with only one large turnip left, they enter it in a contest. After winning the contest, they buy a pair of shoes but also buy something for other members of their family.

3. Georgiady, Nicholas P. and Louis G. Romano. Know About Banks. Milwaukee: Independence Publishing Company, 1966.

Gives good simple explanation of bank workers and what a bank is and the services it provides.

4. Glassner, Sherwin S. and Edward N. Grossman. How the American Economic System Functions. Westchester, Illinois: Benefic Press, 1968 $2.80 list price $2.10 net

Good explanation of one of the three major economic systems. Illustrations, graphs, charts. Very helpful for quick references.

5. Stapp, Arthus D. The Fabulous Earthworm Deal. The Viking Press, 1969.

BIBLIOGRAPHY OF APPROPRIATE BOOKS - STUDENTS (Continued)

Marsh, short for Marshall, is the boy who wants to sell earthworms to earn money. His desires were many and could not be satisfied by his father's income. J. T., a friend of Marsh's considers it beneath his dignity to join the earthworm deal but does give ideas which not always work out too well.

6. Wilson, Hazel. Jerry's Charge Account. Boston: Little, Brown, and Company, 1960.

   An interesting book written about Jerry's "adventures" as he started a charge account secretely at the family grocery store. He carried his "burden" a month. Read to see why he wanted a charge account.

7. Wilson, W. Harmon and Roman F. Warmke. Life on Paradise Island. Glenview, Illinois: Scott, Foresman Company, 1970.

   This book tells in simple form through life situations on an imaginary island the workings of economics and the terms involved. A teacher's guide accompanies this book. Interestingly illustrated as well as cleverly written.

FILMS AVAILABLE FROM KENT STATE UNIVERSITY

1. Behind the Scenes in a Supermarket. AC 2582. 11 min., color, $4.50, Film Associates, 1967.

   Visit to supermarket reveals what is actually going on in a store set-up. Food brought in trucks, processed and stored until needed, display for consumers, necessity for different jobs within a store.

2. Families and Jobs: Risa Earns Her Dime. AC 2466. 10 min. color, $4.50, McGraw-Hill Film, 1967.

   A person receives pay for work and with this buys goods and services.

3. Story of the Wholesale Market. BC 1185. 11 min., color $4.00, Churchill Films.

Shows whole days at the market, types of produce, handling procedures in unloading, storage preparation for market selling and delivery. Roles of different people in running wholesale market; farmer, trucks, unloading and loading crews, inspectors, packers, and buyers, and market personnel.

FILMS FROM SOURCES OTHER THAN KENT STATE UNIVERSITY

1. Anatomy of Free Enterprise, 25 min., sound. Republic Steel Corporation, Public Affairs and Educational Department P. O. Box 6778 Cleveland, Ohio 44101. 1969.

Dr. Thomson describes basic principles of our free enterprise system from points of view of free choice in the market place, incentives, competition, and private property. Borrower pays return postage. Can fill all requests. Book 3 weeks in advance.

2. Eddie, Inc. 30 min., color, Association Films, Inc. 561 Hillgrove Ave., LaGrange, Illinois 60525

Full color film presents the workings of free enterprise. Three boys make best lemonade in town. They make money, too, but first had to solve many problems and in solution to these problems learned a great deal about our way of business.

Most films require postage only. Able to fill most requests. Book at least 6 weeks in advance and give 2 alternate dates.

3. Everyday Economic Terms. 20 min., Republic Steel Corporation, Public Affairs and Educational Department, P. O. Box 6778 Cleveland, Ohio 44101

This film features Dr. Darcy who covers the basic terms used in

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everyday life. He explains their meaning and gives an overview of the workings of our economy.

Borrower pays return postage. Can fill all requests. Book three weeks in advance.

4. Partners in Economic Progress. 28 1/2 min., color, American Institute of Cooperation, 1200 Seventeenth Street, N. W., Washington, D. C. 20036 1957.

Full-color film designed to create better understanding of forms of cooperatives. It shows how the farmer cooperative has been an important part of a farmer's business operation and how it has raised the standard of living for all Americans.

Borrower pays return postage. Can fill all requests. Book 4 weeks in advance.

FILMSTRIPS

1. Elementary Class Filmstrip - silent, 1968. National Consumer Finance Association Mr. Francis A. Kalbacher, Director of Educational Services, 1000 Sixteenth St. Northwest, Washington, D. C. 20036.

This set of filmstrips, consists of three, with an accompanying teacher's guide. They provide the basics of our consumer loan and credit industry.

In these filmstrips borrower pays return postage. Can fill all requests. For script, write request on school stationery. Classrooms may keep script for permanent possession. All requests for scripts will be acknowledged within a week or 10 days and 100% of all requests will be filled.

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FILMSTRIPS (Continued)

2. SRA Our Working World: Our Cities at Work. Chicago: SRA, Science Research Association, Inc. 12 filmstrips and 6 records.

   Set of twelve recorded lessons that tell about the work of a city. Only parts of this set would apply to this unit on Business.

Booklets, free to teachers, librarians, and curricula directors (one copy of each)

1. Economic Literacy in the Elementary School. Invest-in-America Council, Louis G. Milione, Executive Vice-President, 121 South Broad Street Philadelphia, Pa. 19107

   Formation of sound reasoning in economic matters begins in elementary school. Emphasizes free flow of money. Organized into units, each unit containing "Suggestions to Teachers," and "Activities for Pupils."

2. Savings - the Salvation of Mankind. Invest-in-America Council, Louis G. Milione, Executive Vice-President, 121 South Broad Street Philadelphia, Pa. 19107.

   Instinctive practice of some to save in order to have security, guard against fear of future mishaps. 10 page booklet on how to make savings work for you.

3. Stocks and Bonds Bulwark of Industry. Invest-in-America Council, Louis G. Milione, Executive Vice-President, 121 South Broad Street Philadelphia, Pa. 19107.

Clear description of "machinery" used by corporations in assembling money needed to make America develop. Invest banking industry finds a way to market shares in this huge enterprise, and because of productivity shared, people could purchase these offerings as securities. Role of stockholders in the dissemination of stocks is vividly portrayed.

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